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ABSTRACT

In 1981-82, Project SUCCESS (Striving Upward through College and Career Education for Spanish Speakers), at Theodore Roosevelt High School in New York City, provided instructional and support services for 300 Spanish speaking students of limited English proficiency. The program consisted of: (1) a high school equivalency preparation component, which served school dropouts and students who were overage or had passed their expected date of graduation; (2) a dropout prevention clinic, which provided potential dropouts with intensive basic skills instruction to enable them to function in the school's mainstream; and (3) a college/career orientation program for seniors, juniors, and participants in the high school equivalency and dropout prevention components. Instructional services included English as a second language; Spanish language arts; bilingual history, economics, mathematics, and science; and mainstream courses. Non-instructional activities consisted of support and counseling services; curriculum development; staff development; and parent involvement. Evaluation of the project indicated that: (1) students' English reading performance varied on different tests; (2) significant gains were made in Spanish reading; (3) passing rates exceeded the 60 percent target in all subject areas (except mathematics in the spring term); (4) fewer than 50 percent of participants in the dropout prevention program were mainstreamed; and (5) the program attendance rate exceeded the school-wide rate. Recommendations for program improvement were formulated. (MJL)

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O.E.E. Evaluation Report

February, 1983

Grant Number: G00-800-6582

THEODORE ROOSEVELT HIGH SCHOOL

PROJECT SUCCESS: STRIVING UPWARD THROUGH COLLEGE AND CAREER EDUCATION

1981 - 1982

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UD 022 880

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PROJECT SUCCESS: STRIVING UPWARD

THROUGH COLLEGE AND CAREER EDUCATION

FOR SPANISH SPEAKERS

THEODORE ROOSEVELT HIGH SCHOOL

Location:	500 East Fordham Road Bronx, New York
Year of Operation:	1981-1982
Target Language:	Spanish
Number of Participants:	300
Principal:	Caesar Previdi
Assistant Principal:	Carmen Miranda
Project Director:	Carmen Miranda

I. DEMOGRAPHIC CONTEXT

Theodore Roosevelt High School is located on Fordham Road in the Bronx between Washington and Bathgate Avenues, directly across the road from the Fordham University campus. The school is geographically placed between one of the most affluent and one of the most devastated communities of the Bronx. Situated in the northeast corner of the South Bronx, the institution draws its students primarily from the South Bronx.

Directly east and west of the high school along Fordham Road are found a variety of commercial retail establishments. Further west across Webster Avenue, a major retail center extends across Fordham Road. This area consists of a variety of large retail stores (such as Alexanders and Sears) as well as small establishments. The areas north and east of the high school

form a "greenbelt" district composed of the Fordham University campus, the Bronx Botanical Garden, and the Bronx Zoological Garden.

The residential area immediately surrounding the school has undergone a major transformation over the last decade. The bulk of the existing housing consists of small houses and pre-1940 apartment buildings. Vacant lots and abandoned buildings, more typical of communities further south, have become prevalent in the area since the mid-1970's. Evidence of both residential and commercial deterioration has become increasingly common.

The physical changes in the community have been accompanied by changes in the demographic characteristics of the residents of the community. This ethnically diverse community, once largely composed of working-class Irish and Italian families, has seen a shift to lower income Hispanic and black residents. One growing population with direct implications for Roosevelt High School is the Asian community, which has grown steadily over the last few years. Further, unlike the Chinatown community, the Asian community served by Roosevelt is far more heterogeneous. Current data indicate that the Asian community is comprised of Vietnamese, Cambodians, Chinese, and Laotians.

Of the 3,106 students at Roosevelt, 58.1 percent are Hispanic, 35.7 percent are black, 5.9 percent are Asian, and 0.3 percent are white. Table 1 lists home languages of students in the school as a whole and the percent classified as of limited English proficiency (LEP).

TABLE 1

Home Languages of Students in the School as a Whole

Language	Number of Students	Percent Total Enrollment	Percent LEP
Spanish	539	17	100
English	1,112	36	-
Vietnamese	98	3	92
Khmer	64	2	100
Chinese	12	0.4	67
Laotian	10	0.3	100
Italian	8	0.3	-
Spanish/ English	1,263	41	-
TOTAL	3,106	100	

II. PROGRAM DESCRIPTION

The history of Title VII programs at Theodore Roosevelt High School is well documented. From its first pilot program for students of limited English proficiency in 1974, Roosevelt has provided comprehensive services to LEP students. In both the initial program as well as the subsequent Project ABLE, (Achievement Through Bilingual Education) Roosevelt High School has institutionalized its services through the absorption of funded programs without appreciable decreases in the level or quality of services.

Project SUCCESS (Striving Upward through College and Career Education for Spanish Speakers) represents the latest attempt to provide needed services to a hitherto underserved school population. Now ending the second year of its funding under Title VII, the project has three major components:

-- The High School Equivalency Preparation component is designed for students who have already dropped out of school, those who are overage and thus stand a statistically greater chance of withdrawing from school, and those students who have passed their expected date of graduation.

-- The Drop-out Prevention Clinic (D.P.C.) attempts to identify potential student drop-outs early in their high school experience. A select group of ninth graders are provided intensive instruction in basic skills designed to allow them to function in the institution's mainstream.

-- The College/Career Orientation component provides intensive college and career orientation to students of limited English proficiency through the services of the College/Career Advisor. High school juniors and seniors served by the project, as well as students enrolled in the High School Equivalency component and the Drop-out Prevention Clinic, receive the benefit of this service.

ORGANIZATION AND STRUCTURE

Figure 1 briefly illustrates the operational structure of Project SUCCESS. The project operated under the direct supervision of the assistant principal for foreign languages and bilingual education. She supervised instruction in the bilingual department as well as the activities of the Title VII project director. The project director coordinated the activities of the bilingual program with the activities of the Project SUCCESS staff. It was through the efforts of the project director that such services as E.S.L. instruction and bilingual content-area instruction were articulated with the activities of the project. Day-to-day coordination of the Dropout Prevention Clinic was done by the teacher-trainer. The college/career advisor provided such coordination for the College/Career Orientation component.

Two major administrative developments have taken place at Roosevelt High School in the period covered by this evaluation. Although no direct impact of the change in leadership is evident as it relates to Project SUCCESS, the appointment of a new principal in mid-year required the efforts of project staff to orient the new principal.

Of greater import to the program's operation was the change in the position of assistant principal. During the 1981-82 academic year, the Project SUCCESS project director was appointed to the position of acting assistant principal for foreign languages and bilingual education. The project director, however, continued in her position as coordinator of the Title VII project.

PROGRAM OBJECTIVES

Specifically, during its second year of operation, the program proposed the following instructional, non-instructional, and training objectives:

Instructional Objectives

1. At least 60 percent of all students enrolled in the high school equivalency preparation classes who are tested will pass the High School Equivalency Examination in English or Spanish and receive a G.E.D. diploma.

2. At least 50 percent of participants in the dropout prevention clinic will be successfully mainstreamed in the bilingual or regular academic programs at Theodore Roosevelt High School.

3. Students who remain in the high school equivalency preparation program for one year will increase their level of reading ability at the .05 level of statistical significance as measured by the New York City Reading Test (P.S.E.N.).

4. At least 60 percent of students enrolled in individualized mathematics instruction will pass teacher-developed criterion referenced tests which are based on skills tested on the G.E.D. examination (at least one per month).

5. At least 60 percent of the students enrolled in English as a second language will master at least 10 more objectives when post-tested on the same level of the Criteron Referenced English Syntax Test.

6. Students who receive a full year of instruction will increase their performance on the appropriate level of the Prueba de Lectura at the .05 level of significance.

7. At least 60 percent of the students enrolled in the college/career orientation program (eleventh- and twelfth-grade bilingual pupils) will pass the New York State Regents Competency Test in English and Mathematics and receive a regular high school diploma as a result of specialized instruction received.

Non-Instructional Objectives

1. Attendance for students in the high school equivalency preparation and dropout prevention components will improve by at least 25 percent.

2. Eighty percent of the participants in the high school equivalency preparation and college/career orientation components will apply for post graduate study (college or vocational) or jobs.

Training Objectives

1. Fifty percent of the staff will be involved in other than in-service training including university courses, professional seminars, workshops, and conferences.

2. One hundred percent of the staff will be involved in in-service training such as the development of curriculum suitable for special classes, attainment of expertise in the area of individualized instruction.

PROJECT FUNDING

Funding for the project comes from a variety of sources. As Tables 2 and 3 illustrate, Title I, P.S.E.N., Title VII, and tax-levy funds are used to support the instructional component of the project. Funding for the non-instructional component of the project comes primarily from tax-levy and Title VII funds. Title VII funds are used to defray the costs of supervision, curriculum development, the bilingual family assistant, staff development, and parent and community activities.

STAFF CHARACTERISTICS

Staff characteristics for both professional and paraprofessional program staff are included in the appendices. Although the administration of the project has remained stable, a number of changes have occurred in the last year among the instructional staff. As a result, several teachers have just begun to work with program students.

FIGURE 1

Organization of Project SUCCESS Within Theodore Roosevelt High School, 1981-82

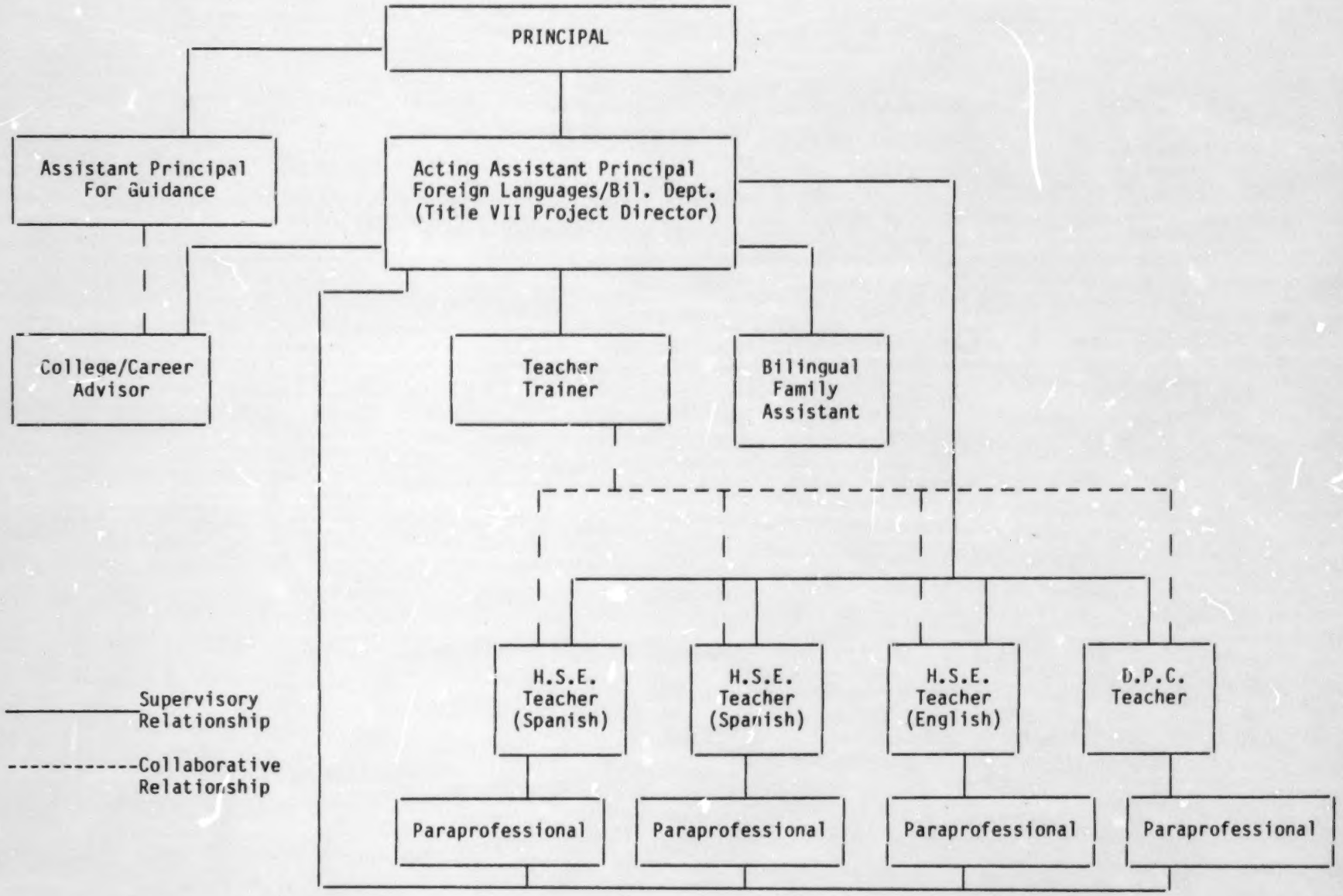

TABLE 2

Funding of the Instructional Component

	Funding Source(s)	Number of Personnel: Teachers	Paras
E.S.L.	Title I PSEN	4 3	3 2
Reading (Eng.) E.S.L.	Tax Levy	7	0
Native Language	Tax Levy	5	0
Math	Tax Levy	2	0
Social Studies	Tax Levy	1	0
Science	Tax Levy	1	0
H.S.E.	Tax Levy Title VII	3	3
D.P.C.	Tax Levy Title VII	1	1

TABLE 3

Funding of the Non-Instructional Component

	Funding Source(s)	Personnel: Number & Title(s)
Administration & Supervision	Tax Levy .5 Title VII .5	1 Acting assistant principal foreign language/bilingual department & Title VII project director
Curriculum Development	Title VII Tax Levy	1 Teacher trainer 3 H.S.E. teachers & members of foreign language/bilingual dept. 1 D.P.C. teacher
Supportive Services	Title VII Tax Levy	1 Bilingual family assistant 1 Bilingual grade advisor
Staff Development	Title VII Tax Levy	1 Project director, 1 teacher trainer 1 Bilingual grade advisor, 1 E.S.L. teacher, Spanish teachers, educational assistants
Parental & Community Involvement	Title VII Tax Levy	All Title VII personnel Monthly school meetings (bilingual grade advisor, other members of foreign language/bilingual dept.)

III. STUDENT CHARACTERISTICS

Unlike last year, when the program served some Vietnamese and other Asian students, the students in the 1981-1982 SUCCESS project are all Hispanic. Presently there are 300 students served by the project. The majority are from Puerto Rico (59.1 percent). The second largest group is from the Dominican Republic (21 percent) followed by Ecuadorian students (9.1 percent). The remaining students come from several Latin American countries including Nicaragua, Panama, El Salvador, Guatemala, Argentina, Peru, and Honduras. Only 4 percent of the students were United States-born. Table 4 presents students by country of birth.

Of 305 students for whom data were reported, 41 percent are male and 59 percent are female. Table 5 presents the number and percent of students by sex and grade.

TABLE 4

Number and Percentages of Students by

Country of Birth

Country of Birth	Number	Percent
Puerto Rico	149	59.1
Dominican Republic	53	21.0
Cuba	1	0.4
Honduras	5	2.0
Guatemala	3	1.3
El Salvador	2	0.8
Nicaragua	4	1.6
Panama	2	0.8
Ecuador	23	9.1
Argentina	1	0.4
U.S.	9	3.6
TOTAL	252	100.0

.Most (59.1 percent) of the program students were born in Puerto Rico.

.All program students speak Spanish.

.Only nine students were born in the United States.

TABLE 5

Number and Percentages of Students by Sex and Grade

Grade	Male N	Percent of Grade	Female N	Percent of Grade	Total N	Column Total: Percent of All Students
9	3	23.1	10	76.9	13	4.3
10	1	100.0			1	0.3
11	101	40.2	150	59.8	251	82.3
12	21	52.5	19	47.5	40	13.1
TOTAL	126	41.3	179	58.7	305	100.0

- While most (58.7 percent) of the students are female, they outnumber the male students only in grades 9 and 11. The males outnumber the females by a very small proportion in grade 12.

- The enrollment varies from grade to grade. While there is only one student in grade 10, there are 251 students (82.3 percent) in grade 11.

Overwhelmingly, the program students are immigrants who have varied educational histories. Many have suffered interrupted schooling or a lack of educational opportunity in their countries of origin. As a result, a large proportion lack proficiency in their native language. This deficiency has implications for their development of oral and literacy skills in English. Thus, the standard of performance set for these students, as well as the interpretation of program outcomes, should consider these limitations.

The program attracts a student population which is older than the average high school student, particularly the High School Equivalency and College Career components. These components enroll students at grades 11 and 12 who may be returning to school or may have been unsuccessful in, and thus transferred from, another high school program. Table 6 presents the number of students by age and grade, and the number and percent of overage students by grade.

TABLE 6

Number of Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	2				2
15	3		4		7
16	5		40	1	46
17	3	1	68	11	83
18			85	16	101
19			33	8	41
20			11	3	14
21			2		2
22			4		4
Total	13	1	247	39	300

Note. Shaded areas indicate expected age range.

Overage Students					
Number	8	1	135	11	155
Percent	61.5	100.0	54.6	28.2	51.6

- Fifty-one percent of the program students are overage for their grade. The only tenth-grade student is overage.

- Most program students are 18 years of age. Most of these are in the High School Equivalency or the College/Career Programs; they are reported as grade 11 primarily and grade 12 secondarily.

IV. INSTRUCTIONAL COMPONENT

The following will briefly summarize and present tables documenting the instructional services available to all SUCCESS students. Later sections of the report will discuss in detail services available to students in each of the three different components.

ENGLISH AS A SECOND LANGUAGE

Table 7 lists courses available to program students during the 1981-1982 year.

NATIVE-LANGUAGE INSTRUCTION

Table 8 lists courses for Hispanic students in the study of their native language.

BILINGUAL CONTENT-AREA COURSES

Program students can take bilingual courses in history, economics, mathematics, and science. Table 9 lists bilingual courses in which students are enrolled. The materials in all of the courses correspond to those used in mainstream classes; in all classes, these materials are appropriate to the students' reading levels. Meeting five times a week, these classes have an average register of 34 students. Materials and classroom instruction and discussion are entirely or almost entirely in Spanish.

MAINSTREAM COURSES

Table 10 lists the mainstream courses in which program students are enrolled. All classes meet five times per week.

TABLE 7

Instruction in English as a Second Language and English Reading

Course Title and Level	Number of Classes Fall	Spring	Average Class Reg.	Class Pds./ Week	Description	Curriculum or Material In Use
LE 1N	1	1	20	10	E.S.L. structures for slow learners	Teacher-Prepared Materials Lado Series Books 1 - 5
LE 1	6	3	25	10	E.S.L. structures for beginners	"
LE 2	3	6	20	10	E.S.L. structures for beginners	"
LE 3	3	3	20	10	E.S.L. structures intermediate	"
LE 4 - 4A	3	2	22	5	E.S.L. structures intermediate	"
LE 5 - 5A	2	3	25	5	E.S.L. structures advanced	Blanton - Composition Skills 1 & 2
LE 1R	5	4	34	5	E.S.L. reading for beginners	Susan Siegel - Basic Skills in Reading & Writing
LE 2R	2	5	34	5	E.S.L. reading for beginners	Real Stories, Books 1 & 2
LE 3R	2	3	34	5	E.S.L. reading intermediate	Journey to Fame
LE 4R - 4AR	4	3	34	5	E.S.L. reading intermediate	Turning Points
LE 5R - 5AR	3	3	34	5	E.S.L. reading advanced	American Folktales

TABLE 8

Instruction in the Native Language

Course Title and Level	Number of Classes Fall	Spring	Average Class Reg.	Class Pds./ Week	Description	Curriculum or Material In Use
LN 1/2	1	1	20	10	Spanish for slow learners	Teacher-Made Materials
LN 3/4	1	1	20	5	Spanish for slow learners	"
LSG-Ungraded	3	1	34	5	Spanish grammar & comp.	Español Activo Book # 7
LS 3S-10th gr.	2	1	34	5	Spanish grammar & lit.	2 years Spanish Review Book Corazon de España
LS 4S-10th gr.	1	2	34	5	Spanish grammar & lit.	2 years Spanish Review Book Leyendas Latinoamericanas
LS 5S-11th gr.	2	3	34	5	Spanish American lit.	3 years Spanish Review Book Galería Hispánico
LS 6S-11th gr.	1	2	34	5	Spanish American lit.	3 years Spanish Review Book Tesoro Hispánico
LS 7/8-12th gr.	1	1	34	5	Spanish literature	Cuentos Puertorriqueños Lit. Moderna Hispanoamericana
LS AP-12th gr.	1	1	34	5	Advanced placement	Required Lit.: Borges, Neruda, Lorca, Unamuno, y Matute

TABLE 9

Bilingual Instruction in Content Areas

Course Title	Number of Classes Fall	Number of Classes Spring	Spanish Use In Class	Percent Of Materials In Native Language
Global History 1	4	1	100%	100
Global History 2	2	2	100%	100
Global History 3	1	1	100%	100
American History 1	1	1	90%	90
Economics	1	1	90%	90
Pre-Algebra	4	4	100%	100
Algebra	3	3	100%	100
Math Skills	3	3	100%	100
General Science 1/2	2	2	100%	100
Biology 1/2 (Mod)	2	1	100%	100
Biology 1/2 (Regents)	1	1	90%	90

TABLE 10

Mainstream Classes In Which Program Students
Are Enrolled (Fall and Spring)

Component/Subject	Number Of Students	Criteria For Selection
ET 6	25	(1) Over twenty-first percentile on English LAB (2) Requirement for graduation
ER 6	20	"
EM 6	20	"
EE 6	15	"
EM 7	22	"
EM 8	22	"
American History 2	22	"
Hygiene	30	"
Physical Education	300	"
Typing	65	"
Chemistry	5	"
Geometry	6	"
Shop	18	"
Art	28	"
Music	32	"

LANGUAGE POLICY

A high degree of individualization best characterizes the language use policy of the classes observed. While the degree to which English or Spanish was used varied between the Dropout Prevention Clinic, High School Equivalency component, and the bilingual content-area classes observed in the course of this evaluation, certain patterns did emerge. The use of English by classroom teachers focused on instruction (i.e. disseminating information, whole group class sessions) and Spanish was used either to regulate behavior or to provide additional clarification and explanation of the material being taught.

The paraprofessionals, in particular, tended to use Spanish for explanation and clarification. In one Dropout Prevention Clinic class observed, for example, the teacher provided small group instruction, in English, in mathematics. During the course of the lesson, the paraprofessional worked with individual students on solving problems. The paraprofessional, however, used Spanish exclusively in working with the students.

In the High School Equivalency classes, as well as the bilingual content-area classes, the language use policy was dictated by the needs of the individual students. Students would often work at their own pace on modules developed by the classroom teacher. As the teacher and paraprofessional would circulate to work with students individually, either English or Spanish would be used as judged appropriate for the material being taught as well as the language needs of the students.

V. NON-INSTRUCTIONAL COMPONENT

SUPPORTIVE SERVICES

Although certain supportive services are specific to each project component and are discussed under the appropriate section of the report, all program students benefit from the work done by the bilingual family assistant. Her primary role is as a liaison between the high school, the target population, and the members of the community. Her other responsibilities include: making periodic home visits; working in an advisory capacity to the project director, teacher trainer, and classroom teacher; making referrals to the Bureau of Attendance and other community agencies; following-up on referrals; contacting parents in the case of unexcused absences, class cutting or discipline problems; working with the attendance teacher; participating in community activities; and informing students and program staff of community events.

On the average, the family assistant meets five to six parents a day in the office. In addition, the family assistant works with parents via telephone and makes home visits as the situation warrants.

The family assistant works closely with program staff. The majority of the cases handled in this area come from referrals made by teachers, grade advisors, paraprofessionals, and school deans. Students do, however, come of their own volition. These students constitute a small, yet significant, proportion of the cases handled by the family assistant.

CURRICULUM DEVELOPMENT

Curriculum and material development for each component is discussed as part of the description of that component.

STAFF DEVELOPMENT

A variety of staff development activities were engaged in by program staff in the period covered by this evaluation. These activities were conducted at the project site (Table 11), outside of the high school setting (Table 12), and through university courses (Table 13). Participation in activities included all staff members from the project director to the paraprofessionals.

In-school activities included demonstration lessons, orientation sessions, and departmental meetings on curricular issues. Activities outside of the school included professional conferences, workshops sponsored by state and local agencies, as well as public and private colleges and universities. University course work appears to be clearly related to program goals.

In addition to the staff development activities engaged in by most program staff, the college/career advisor has attended a number of workshops and conferences. With the rapidly changing regulations and the explosion in information, she feels that it is virtually impossible to keep informed of new developments without participating in such conferences. Among the activities she attended this past year were the CUNY Annual Fall Orientation, The National Association of College Admissions Counselors Fair, The Big Apple College Fair, The State University of New York/College Adapter Program, Operation Inform at the Fashion Institute of Technology, The New York City Seminar on Financial Aid, and The Hunter/Post College Career Education Conference.

TABLE 11

Staff Development Activities in School

Strategy	Description(s)	Staff Attending	Speaker or Presenter	Number of Sessions	Goal
Orientation Components G.E.D. & D.P.C.	Orientation meetings for new staff members	Project Director, Teacher Trainer College/Career Advisor 3 G.E.D. Teachers & Paras 1 D.P.C. Teacher & Para	Assistant Principal (Oct. 81) Project Director Teacher Trainer	1) Weekly meetings during the month of September 1981 2) Monthly meetings - October - June	1) To review objectives of program 2) To recruit students 3) To develop curricula
Department meetings	Monthly department meetings	Entire Foreign Language/ Bilingual Department	Assistant Principal (Oct. 81) Acting AP (Proj. Dir.) E.S.L. Coordinator Title I Teacher Trainer	10 Monthly sessions	1) Review goals and objectives of department 2) Revise courses of study to conform with new criteria 3) Update language requirement 4) Department matters
Workshops	Indochinese language and culture	Foreign Language/ Bilingual Department A.P. & several teachers from math department	B.E.S.C. - Hunter B.E.S.C. - Georgetown University	One Two-hour session February, 1982	To highlist similarities & differences among the different Indochinese cultures & languages
Other demonstration lessons, lectures etc.	Demonstration lessons Preparation of G.E.D. materials	G.E.D./D.P.C. Teachers & Paras, Project Director	Title VII Teacher Trainer Project Director	Monthly meeting conducted by Teacher Trainer	1) To improve techniques for the teaching of G.E.D./ D.P.C. 2) To revise and update individualized teaching materials

TABLE 12

Staff Development Activities Outside School

Strategy	Description or Title(s)	Sponsor/Location	Speaker or Presenter	Titles of Staff Attending	Number of Sessions
Workshops held outside school	1) Workshop for Title VII Project Directors	Office of Bil. Ed. N.Y.C. Office of High School Projects	N.Y.C. O.B.E Staff O.H.S.P. - Staff	Project Director & Teacher Trainer	2 sessions
	2) Workshops for Title VII Applications	Office of Bil. Ed. N.Y.C. New York State Bil. Ed. Office	N.Y.C. O.B.E. - Staff N.Y.S. B.E.O. - Staff	"	2 sessions
	3) Workshop for new LAB test	Office of Testing Office of Bil. Ed.	O.T. - Staff O.B.E. - Staff	"	2 sessions
Conferences and symposia	1) S.A.B.E Conference	S.A.B.E. - Concord Hotel	Presenters from all over New York State	Project Director	2-1/2 days
	2) N.Y. T.E.S.O.L. Conference	N.Y. T.E.S.O.L.- Rochester, N.Y.	Presenters from all over New York State	E.S.L. Coordinator and two teachers	2-1/2 days
	3) N.A.B.E. Conference	N.A.B.E. Detroit, Michigan	Presenters from all over the U.S.A.	Title VII Teacher Trainer	4 days
Other	1) Workshop for College Advisors	C.U.N.Y. Office of Adm. Serv.	C.U.N.Y. Staff	College/Career Advisor	2 sessions
	2) Financial Aid/ Admission Workshop	C.U.N.Y. - 49 E. 65th Street	C.U.N.Y. Staff	"	1 session
	3) Financial Aid update	C.U.N.Y. - Bd. of Ed.	C.U.N.Y. Staff	"	1 session
	4) B.E.S.C. Counselor Workshop	B.E.S.C. - Teachers College	B.E.S.C. Staff	"	1 session

TABLE 13

University Courses Attended by Staff (Professional and Paraprofessional)

Staff	Institution	Goal	Frequency	Courses(s)
Professional				
1) Teacher Trainer	Hunter College	Self improvement and to improve instruction	Twice a week	Supervision & Curriculum Development - 6 credits
2) Bilingual Grade Advisor	Lehman College	"	Once a week	Guidance & Counseling - 3 credits
3) E.S.L. Teacher	Queens College	"	Twice a week	E.S.L. & Reading Improvement - 6 credits
4) Spanish Teacher	Lehman College	"	Once a week	Counseling - 3 credits
5) G.E.D. Teacher	Fordham University	"	Once a week	Spanish Literature - 3 credits
Paraprofessional				
1) G.E.D. Paraprofessional	Bronx Community College	Self improvement	Twice a week	Eng. Comp. & Music 6 credits
2) G.E.D. Paraprofessional	Lehman College	"	Twice a week	Biology I & History 6 credits
3) E.S.L. Paraprofessional	Brooklyn College	"	Twice a week	Psychology I & College Math

PARENTAL AND COMMUNITY INVOLVEMENT

Program staff report a significant level of involvement by parents and interested community residents in program activities. Parental involvement, of course, is crucial in the intake processes for the Drop-out Prevention Clinic and the High School Equivalency Component. Parents are both consulted and advised on how they can support the educational effort.

In addition to these activities, specific functions have been organized to encourage parental and community participation with positive results. In the period covered by this evaluation, parents have participated in organizing day trips to Albany, they have attended and assisted in organizing an assembly program during Puerto Rican Discovery Week, and they have participated in "International Night," an activity sponsored by the program.

AFFECTIVE DOMAIN

Discussions of the effects of the program appear under each of the project's components separately. However, data were collected on the number of students leaving Project SUCCESS during the academic year and their reasons for leaving (see Table 14).

TABLE 14

Number of Students Leaving the Program

Reason For Leaving	Grade 9	Grade 11	Grade 12	Total
Discharged/ transferred to altern. program	4	43	4	51
Graduated		39	6	45
Discharged (Job)		1		1
Total	4	83	10	97

.Of the 97 students that left the program, 51 transferred to an alternative program and 45 graduated. One student was discharged for work.

VI. HIGH SCHOOL EQUIVALENCY PREPARATION COMPONENT

COMPONENT OBJECTIVES

The primary objective of the High School Equivalency Preparation component is to provide high school dropouts, students over the age of seventeen, students past their projected date of graduation, or students six months from the projected date of graduation with poor records of academic achievement, with the opportunity to obtain their diploma. In order to achieve this goal, the component attempts to meet several related objectives. The activities attempt to influence student behavior in the areas of improved attendance, improved academic performance, and thoughtful career planning. The program also attempts to improve the performance of students enrolled in English as a second language courses on the Criterion Referenced English Syntax Test (CREST). Finally, the component attempts to increase the rate of participation among their students in post-secondary education (i.e. vocational training programs and higher education) or the employment market.

STUDENT CHARACTERISTICS

The High School Equivalency component serves seventy-five students in three groups. Two groups of students require instruction primarily in Spanish and one group requires instruction primarily in English. As with the majority of the project's participants, few of the students in this component were born in the continental United States.

Many of the participants in this component have been retrieved from a population that has formally dropped-out of the mainstream school. Mostly over the age of seventeen, these students tend to be older than the traditional

high school student. Some of these students have had severe discipline problems while in the mainstream. Others have extensive histories of truancy, cutting classes, or poor attendance for reasons ranging from severe family problems to lack of motivation.

A smaller but still significant number of participants are recent immigrants who find that the High School Equivalency Preparation component offers the only viable vehicle for obtaining their high school diploma. These new arrivals are usually seventeen years old or older and have fairly strong academic backgrounds in their native language. Proceeding through the normal curricular channels, however, could delay their graduation until they are twenty-one. Thus, with each passing semester, the probability of students dropping-out increases.

All the participants in this component are described by staff as "short-term oriented." They focus on and respond to short-term goals. For eighteen-year-old recent immigrants, the short-term goal might be the prospect of obtaining their diploma within a year instead of three years. For the student with a poor academic history, the short-term goal might be mastering basic computational skills.

INSTRUCTIONAL COMPONENT

The general selection criteria for students do not differ fundamentally for the Spanish- and English-language groups. Specific criteria, of course, are used for the different language groups. The selection criteria read as follows:

HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM
Instruction Primarily in Spanish
(50 participants)

Selection Criteria	Data Base
Under twenty-first percentile on English LAB Over tweny-first percentile on Spanish LAB	LAB - English III LAB - Spanish III
17 years of age or over or Already dropped out or Past date of graduation or Six months from date of graduation with record of poor academic achievement	Permanent Record Cards Attendance Office records
Minimum Spanish reading score 60 Minimum Mathematics score 6.0	Prueba de Lectura PSEN/or standard test on permanent record
History of truancy, cutting, poor attendance	Guidance Counselor/ Dean referral Attendance card
History of discipline problems	Guidance Counselor/ Dean referral
Willingness and desire to participate in the program	Parent/student interview

Instruction Primarily in English
(25 participants)

Selection Criteria	Data Base
Between 15 percent and 21 percent on English LAB	LAB - English III
Below 50 percent on Spanish LAB	LAB - Spanish III
Sufficient verbal ability in English	Rating on Language Fluency Scale of D or better
Minimum English reading ability of 6.0 Minimum Mathematics score of 6.0	Score on PSEN/Nelson or other standardized reading test Permanent Record
17 years of age or over or Already dropped out or Past date of graduation or Six months from date of graduation with record of poor academic achievement	Permanent Records Attendance Office Records
History of truancy, cutting, poor attendance	Guidance Counselor/ Dean referral Attendance Card
History of discipline problems	Dean referrals
Willingness and desire to participate in the program	Parent/student Interview

In the initial phases of the program a vigorous effort was made to recruit students who had dropped out or were otherwise eligible for the services provided by the program. These efforts included telephone calls, letters sent to the homes of dropouts, as well as outreach through community agencies and public service programs. Such efforts have decreased in the second year of funding, since referrals have already exceeded the ability to accommodate all the interested students.

Once a student is identified as eligible, a systematic intake process begins, starting with the parent/student interview. Here program staff attempt to assess the student's desire to participate in the program as well as the parent's desire to support her/his efforts. Both student and parent are advised as to the implications of enrolling in the High School Equivalency program (of particular importance to the overage student still in the mainstream) as well as the rigors of the program.

Programming

Once the student has been admitted, an individualized program of instruction is developed. This program is geared to the skills the student will need to pass the General Equivalency Diploma examination (G.E.D.) which is administered in both Spanish and English. The following illustrates the program of instruction provided for students in the component:

Instruction Primarily in Spanish

Indiviualized Math
Social Studies
Science

→ English cognates and vocabulary introduced and emphasized

Reading in Spanish
E.S.L.

One period is spent with the mainstream population with one of the following courses offered in English or Spanish:

Office Careers
Career Exploration
Office Practices
Record Keeping
Typing

Instruction Primarily in English

Individualized Math
Social Studies
Science
Reading in English
Reading in Spanish

One period is spent with the mainstream population with one of the following business education courses offered in English or Spanish:

Office Careers
Career Exploration
Office Practices
Record Keeping
Typing

Programs are developed in consultation with the teacher trainer, classroom teacher, and paraprofessionals. During intake, the teacher trainer reviews the results of diagnostic instruments administered to students. Based on this review, the student and teacher trainer mutually agree on a target date for taking the equivalency examination. This date serves as the first in a series of objectives for the students.

At this point the "folder," kept on each student, begins to be formalized. The projected examination date is recorded on the folder and

a series of intermediate goals, or milestones, are set and recorded on the folder. These intermediate goals constitute the schedule for individualized instruction.

The folder is viewed as "of critical importance in the process" by program staff. Beyond the clerical function it serves, (i.e. recording date of entry, test scores, teacher recommendations, etc.), it functions as a constant guide for the student. Milestones recorded on the folder are reevaluated and when appropriate are modifed. Each student is responsible for the folder's completeness and accuracy. Teachers and paraprofessionals periodically review the folders with the student.

The program of instruction developed for students is both self paced and individualized. For each group in the component, four consecutive periods of instruction are scheduled. The subject matter covered in these periods varies with the needs of the students. A student could, for example, have two consecutive periods of math followed by a period of social studies and a period of science. Each session is viewed as a block and assigned a number from one to five.

The one-to-five sequence does not represent days of the week but skills to be mastered. That is, on block one a student may have to master whole numbers over two periods, latitude, longitude, and hemispheres for one period, and the respiratory system for one period. The student cannot proceed to block two until he/she has mastered the concepts in block one. As the student proceeds through the skills required in his or her program, the blocks are modified. This process continues until the student is prepared to take the high school equivalency examination.

Such a structure greatly simplifies the process of individualizing the program of instruction. Students can proceed at their own pace without being tied to an arbitrary chronological pace. Designed in large part for students with a long history of truancy, the current system also allows students to be absent and still maintain continuity in their instruction. Students can, for instance, successfully complete block one on Monday, be absent for two days, and resume with block two on Thursday.

Instructional Format and Offerings

The students work largely on their own in the classroom. Teachers and paraprofessionals circulate and work with students on specific problems as they arise. Students often request assistance on particular issues as well as additional work in areas in which they feel deficient.

Small group and whole class sessions are also conducted. It is not unusual, for example, to have the paraprofessional work with a small group of students on a math lesson while the teacher works with another group on the parts of speech. Similarly, it is not unusual to have a whole group lesson on a subject of common difficulty to students, such as math, with the paraprofessional circulating to work with students individually or to answer questions.

Two additional dimensions of the component are the E.S.L. and the vocational classes, which provide a link to the institutional mainstream. They strengthen basic skills in the areas of English as a second language and business education. In addition, the vocational courses expose students to different career options, and are especially useful in structuring career guidance services.

NON-INSTRUCTIONAL COMPONENT

The distinction between instructional and non-instructional components, as it applies to supportive services, is a fine one. All High School Equivalency students receive ongoing counseling and guidance from staff members. Further upon completion of each milestone, students take "evaluations" to determine whether they should proceed to the next task. These evaluations are discussed thoroughly with students by both the classroom teacher and the teacher-trainer.

The staff of the High School Equivalency component also engage in a number of quasi-counseling activities. Student attendance is carefully monitored. While cutting is virtually impossible, absences must be accounted for by the students. When there are prolonged absences, letters are sent home by program staff and follow-up is conducted by the bilingual family assistant. Teachers and the teacher trainer conduct field trips for students to a variety of locations including institutions of higher learning, vocational training institutes, and museums. Staff members also provide information for students on working papers, part-time employment, and college financial aid applications.

The exit interview after students take the equivalency examination, the last formal program counseling activity, is designed as a method of following-up on students' postsecondary plans. Students receive college or vocational information or application assistance. Staff members often contact institutions on the students' behalf to inquire on the status of their applications.

Curriculum Development

Exit interviews have pointed to several problems in the curriculum. Based on this and other evidence, changes in the component's curriculum were initiated. Over the past year, for example, a series of interviews (corroborated by test results) indicated that students were experiencing greater difficulty in grammar than would have been expected from prior evaluations. The curriculum in grammar was subsequently re-examined and strengthened to deal with this problem.

In addition to this mechanism, the component has instituted a formal procedure for curriculum development. Six curriculum review committees have been formed in the following areas: Spanish grammar, Spanish-language social studies, Spanish-language science, English grammar, English-language social studies, and English-language science. These committees are composed of the classroom teachers, paraprofessionals, the teacher trainer and, where appropriate, teachers in the institutional bilingual program. The committees review test results, student folders, exit interview data, and develop materials designed to address the deficiencies revealed by their review. Materials designed by these committees are circulated to all staff members for feedback prior to final modifications.

Affective Domain

Project staff report high student motivation. Students who were previously truants now attend school on a regular basis. The project director reports that attendance by program participants is significantly higher than attendance school-wide.

Interviews with a random sample of twenty-five students support the perceptions of staff members. All students interviewed expressed an interest in continuing their education at the postsecondary level. Students also expressed the belief that they would complete the current program despite minor setbacks.

Program attrition, according to staff reports, is low. Less than ten percent of the component's participants actually withdraw from the program.

VII. DROPOUT PREVENTION CLINIC

COMPONENT OBJECTIVES

The stated objective of the Dropout Prevention Clinic (D.P.C.) is to provide students identified as potential dropouts with the skills needed to function in the mainstream environment of the high school. Twenty-five ninth-grade students, who have been identified as potential dropouts, are assigned to one teacher and one paraprofessional for four consecutive periods during the school day. In this time, students are assisted in those subjects that have historically presented them with the greatest degree of difficulty.

The D.P.C. component of Project SUCCESS is intended as a one year terminal program for participants. It is hoped that at the conclusion of the year in the D.P.C. component, participants will be able to continue their studies in the institutional mainstream. To facilitate this transition, D.P.C. students spend four periods, in addition to their D.P.C. classwork, in whole group instruction within the high school's mainstream.

STUDENT CHARACTERISTICS

The students in the Dropout Prevention Clinic, unlike the students in the High School Equivalency Preparation component are ninth-grade students with a formal link to the institutional mainstream. Consistent with their grade level, many of the D.P.C. students are younger than their counterparts in the High School Equivalency Preparation component. While a significant proportion of the component's participants may have been born in the continental United States, their proficiency in either English or Spanish varies greatly from student to student.

Classroom observations reveal that these students are more physically active than those in the High School Equivalency Preparation component. Moreover, their ability to concentrate on their assigned tasks is limited and necessitated that instruction be segmented into shorter components and that classroom teachers and paraprofessionals play a more active role.

Participant Selection

The participants for the D.P.C. component are selected according to the following criteria:

25 Participants, Ninth Graders

Selection Criteria	Data Base
Under twenty-first percentile on English LAB	LAB Test - English III
Higher percentile on Spanish LAB	LAB Test - Spanish III
History of poor attendance, cutting, or truancy	Permanent record card high school application attendance card
History of discipline problems	Permanent record card guidance counselor or dean referrals
Record of poor academic achievement	Permanent record card
Willingness and desire to participate in program	Interview with student and parent

INSTRUCTIONAL COMPONENT

Programming

An individualized program of instruction is developed for each student. As with the High School Equivalency Preparation component, a detailed folder is kept on each student.

The instructional format, as noted above, consists of four consecutive periods dedicated to D.P.C. activities and four additional periods in which students function within the mainstream population. The four periods of D.P.C. activities focus on social studies, general science, mathematical skills, reading in English and in Spanish. A typical program might read as follows:

Student A (E.S.L. Advanced)

Social Studies Reading (Spanish)
Long Division (English)
Science Reading (Spanish or English)
E.S.L. Reading (articulated with science or social studies materials)

Student B (E.S.L. Beginning)

Review of multiplication tables (Spanish)
Social Studies Reading (Spanish)
Introduction to division (Spanish)
E.S.L. reading

The four periods in the mainstream are:

Physical Education (English)
Typing or Office Careers (English or Spanish)
English as a Second Language
Lunch

Program staff stress the importance of "enhancing the proficiency of students in the English language." They assert that as English-language proficiency increases, instructional time in English in the content courses increases. A student, therefore, could be receiving instruction in English in one or more content areas while receiving instruction in Spanish in the others.

Mainstreaming

Mainstreaming is structurally integrated into the activities of the D.P.C. component. The long range goal is to fully mainstream students

after one year. The staff members interviewed feel, however, that students may, at times, be mainstreamed too soon. An assessment is currently being considered. Because many of the students in the D.P.C. component have had academic difficulty in the past, by the time they are mainstreamed they are often older than their tenth-grade peers. This fact may result in students opting out of the mainstream in favor of the High School Equivalency component once they complete their D.P.C. sequence.

Academic Support

Tutorial support is provided through both formal and informal mechanisms. The individualized instruction tends to highlight specific student problems. As these problems arise, the teacher or paraprofessional works independently with students, while small group or individual activities continue within the classroom. Tutorial support is also provided often after school.

NON-INSTRUCTIONAL COMPONENT

Curriculum Development

No evidence could be found of any new curriculum activities in this area on the part of program staff. This is due, in part, to the fact that the D.P.C. teacher attempts to follow, as closely as possible, the curriculum of the mainstream courses. Program staff have, however, adapted the mainstream curriculum to the D.P.C. setting. Curricula have been reorganized into milestones tailored to the individual student's needs. Further, these milestones are handled within a workshop format, as opposed to the whole group structure prevalent in mainstream instruction.

Supportive Services

Support services for D.P.C. students are integrated into the normal activities of the teacher and paraprofessional. The paraprofessional's role in this process is of particular importance in monitoring student problems and fostering a close relationship with the students being served. She follows-up students through personal contact or through the family assistant.

Affective Domain

Program staff report significant improvement in student attendance. Students who were selected for their chronic truancy have, in some cases, shown a better than fifty percent reduction in absences. Reportedly, attendance throughout the component is higher than the school average attendance.

Again, these results are attributed to a number of factors. The self contained structure of the D.P.C. component makes it more difficult for students to leave school once the day's activities have begun. The selection process attempts to ensure that these students are motivated to participate. The individual instruction encourages continued participation.

Program staff mentioned an unexpected level of frustration experienced by some of the participants. While attendance improves, the credits a student earns toward graduation do not necessarily increase. A student can, therefore, make "educationally" significant progress as reflected in subject matter, mastery that is not reflected in the credits earned. Thus, a student who had been unable to master basic computational

principles in mathematics before enrolling in the program, would not receive graduation credit unless decimals are mastered, regardless of individual progress. Program staff hypothesize that such slow progress may contribute to the trend of students shifting to the High School Equivalency component.

VIII. COLLEGE/CAREER ORIENTATION

COMPONENT OBJECTIVES AND DESCRIPTION

The primary objective of the College/Career orientation component is to provide LEP students with exposure to realistic post-graduate career opportunities. Historical evidence had suggested that LEP students at Theodore Roosevelt had not received adequate college or career guidance. The advisor attempts to provide information on university and vocational training, financial assistance, employment opportunities, and military services. This information is transmitted in both small group and individual counseling sessions. During these sessions the student and advisor attempt to meet the following objectives:

1. to set long and short-term goals related to graduation and post-secondary education;
2. to complete applications for college or technical school admissions, financial aid, and scholarships;
3. to monitor student progress toward the attainment of a high school diploma including credits earned, credits required, and examinations;
4. to examine catalogues and other resource materials related to college and career choice.

As in the case of the High School Equivalency and Dropout Prevention Clinic components, detailed folders are kept on each student.

STUDENT CHARACTERISTICS

The participants in the College/Career Orientation component are by far the most heterogenous of all Project SUCCESS students. They include students in the H.S.E. and the D.P.C. components and eleventh- and twelfth-grade students in the school's bilingual program.

These students have received little if any career counseling in the past. With the multitude of forms and information, even the most sophisticated student can easily be overwhelmed. Given the academic history of some of these students, such frustration can result in the students' withdrawing from the career planning process and deferring or ignoring postsecondary education opportunities.

Participant Selection

Students in the College/Career Orientation component are selected according to the following criteria:

Selection Criteria	Data Base
Below twenty-first percentile on English LAB	English LAB III
Above twenty-first percentile on Spanish LAB	Spanish LAB III
Satisfactory record of attendance and academic achievement	Attendance Card Permanent Record Card

COMPONENT ACTIVITIES

Although the majority of the college/career advisor's activities are focused on small group and individual counseling, there is an ongoing program of workshops, guest speakers, and supervised individualized career exploration through the Career Orientation and Resource Center (C.O.R.C.). The C.O.R.C., located in the school's library, provides students with resource materials, film strips, career films, job inventories, and sample job applications which are used under the supervision of the advisor in a structured library setting.

The workshops, usually conducted in the classroom or in a large group session, include a minimum of one college workshop per semester, one

financial aid workshop per semester, and one on-site workshop with a job placement officer per semester. During the period covered by this evaluation, speakers from City University of New York as well as state and private colleges visited with students. Further, speakers from the New York Telephone Company, the United States Armed Forces, the New York State Employment Service, and the Bronx Career Counseling Center provided students with a variety of information. During this past year, the college/career advisor has also worked with the teacher of economics for the bilingual program to develop materials for in-class use. One of the items developed through such cooperation was an employment interview guide.

NON-INSTRUCTIONAL COMPONENT

Supportive Services

The advisor is the pivotal staff member in providing supportive services. She serves as a clearinghouse for information on careers, resource materials, applications, guest speakers, and application deadlines. She also coordinates activities which support the classroom teacher and the program staff in meeting the career information needs of the students. In addition, she provides information and counseling to students on a one-to-one basis. Through one-to-one counseling the advisor can assess the interests and needs of the individual students and can develop a plan to address those needs. A detailed file is kept on each student, including a status checklist.

Among the tools used for career exploration are the Occupational Handbook, college catalogues and brochures, and vocational interest inventories. The most commonly used inventories are the Job-O and the

Harrington/O'Shea System for Career Decision-Making. In addition, students benefit from the informal network the advisor has developed for employment information. Those students who apply to college can get letters of recommendation from her in support of their admission and scholarship applications; she also follows up on the status of such applications.

Affective Domain

Students who avail themselves of the College/Career Orientation services appear to be enthusiastic and intent on pursuing their post-secondary education. Program staff report that most students tend to follow-up on the information provided and respond to the attempts of the advisor to apply to a variety of institutions. Applications to colleges and universities, particularly among students in the high school equivalency preparation component, have increased significantly over the last year.

According to the advisor, the high school equivalency population displayed little enthusiasm for long-range career planning at the outset of the academic year. The addition of a ten-week intensive program for students in this component, which involved at least one workshop per week in addition to the one-to-one activities is credited, in part, with the apparent improvement in student attitudes.

Students in the bilingual program who excel academically are often overlooked when the school considers the granting of academic awards. Such a posture often has a negative impact on students who persist in their studies despite considerable adversity. The staff feels, however, that this attitude is slowly changing.

IX. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1981-1982. Students were assessed in English and Spanish reading development, growth in mastery of native language arts, mathematics, social studies, and science. The following are the areas assessed and the instruments used:

Reading in English -- New York City Reading Test and Nelson Reading Skills Test

Reading in Spanish -- Interamerican Series, Prueba de Lectura (Total Reading, Forms BS and AS, Level III, 1950 version)

Mathematics performance -- Metropolitan Achievement Test, and Teacher-made tests

Science performance -- Teacher-made tests

Social studies performance -- Teacher-made tests

Native language arts (Spanish) performance -- Teacher-made tests

High School Equivalency Diploma -- High School Equivalency Examination

Attendance -- School and program records

Statistical and educational significance are reported in Tables 15 and 16 for English reading achievement, Tables 17 and 18 for Spanish reading achievement, and Table 19 for mathematics achievement. Information is provided on students' performance by grade and instructional sequence (Career or High School Equivalency) for students who were pre- and post-tested with the same test level.

Statistical significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant. This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

Educational significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.* An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting

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*Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

educational significance (ES):

a difference of 1/5 = .20 = low ES

a difference of 1/2 = .50 = moderate ES

a difference of 4/5 = .80 = high ES

Rates of success of students in mathematics, science, social studies and native language arts courses taught in the bilingual program are reported by subject and by grade. Tables 20 through 22 contain the number of students reported as taking the relevant courses, the number reported to have passed, and the percent passing, for the fall and for the spring. Data are also reported for students who were taking mainstream courses in the same content areas and received instruction in English only. Rates of success in passing the High School Equivalency Examination are reported in Table 23.

Comparisons of the attendance rates of program participants with that of the school as a whole are presented in Table 24. This table contains the average rate for the school and for the program participants by grade, the percent difference between school and program, values of the *z* statistic, and its level of statistical significance. Although the *z* statistic used here is slightly different than the *t* described above, it again indicates the extent to which the observed percentage differences vary from what might be expected by chance.

It should be noted that it was not possible to assess student performance on the New York Regents Competency Test because data were not available. Additionally, it was not possible to report the results of the Criterion Referenced English Syntax Test (CREST) due to incomplete information for the students who were reported.

TABLE 15

English Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in English Reading Achievement of High School Equivalency Students with Full Instructional Treatment on the New York City Reading Test by Grade

Instructional Sequence	Grade	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Educational Significance
High School Equivalency	11	2	44.5	23.3	26.5	3.5	-18.0	-1.0	-0.95	NS	-.97
	12	1	25.0	0.0	32.0	0.0	7.0	-	-	-	-

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.High School Equivalency students in grade 11 showed a decrease in scores from pre- to post-test. The decrease was not statistically significant but was educationally significant. These results fail to meet the criterion of statistically significant gains set as the program objective.

.Data were available for only one twelfth-grade High School Equivalency student.

.Performance on this test appears to be inconsistent (see Recommendations).

TABLE 16

English Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in English Reading Achievement of High School Equivalency Students with Full Instructional Treatment on the Nelson Reading Skills Test, Grade 11

	Pre-Test		Post-Test						
N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Educational Significance
11	82.4	13.3	88.1	13.6	5.7	0.81	2.28	0.04	.82

.Students made statistically significant gains from pre-test to post-test. The gains are highly significant educationally.

TABLE 17

Spanish Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Spanish Reading Achievement of Program Students with Full Instructional Treatment on the Prueba de Lectura, Level III, by Grade

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Educational Significance
11	97	80.9	23.7	84.6	23.1	3.7	0.96	5.64	.001	.70
12	3	67.6	41.3	79.3	47.9	11.6	1.0	3.03	NS	1.28

- There is a statistically significant gain in scores from pre- to post-test for eleventh-grade students. These results met the program objective of a statistically significant difference.

- The three twelfth-grade students did not make statistically significant improvements, and thus, failed to meet the program objective. However, the low number of cases should be noted.

- Both eleventh- and twelfth-grade students however, made improvements from pre- to post-tests that are highly educationally significant.

TABLE 18

Spanish Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Spanish Reading Achievement of Program Students with Full Instructional Treatment on the Prueba de Lectura, Level III, by Grade and by Instructional Sequence

Instructional Sequence	Grade	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Educational Significance
Career	11	71	87.3	22.9	90.9	21.8	3.6	0.96	5.04	.001	.72
	12	3	67.6	41.3	79.3	47.9	11.6	1.0	3.03	NS	1.28
High School Equivalency	11	26	63.3	15.8	67.3	16.9	4.0	0.89	2.69	.013	.17

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.There is a statistically significant gain in scores from pre- to post-test for eleventh-grade Career and High School Equivalency students. These results met the program objective of a statistically significant difference (gain).

.The twelfth-grade Career students did not make statistically significant improvements, due to the small number of students reported. They did, however, show an average raw score gain of over 11 points.

.Both eleventh- and twelfth-grade students, however, made improvements from pre- to post-test that are highly significant educationally.

.Performance of eleventh-grade High School Equivalency students improved significantly from pre- to post-test; thus, the results met the criterion set as the program objective.

TABLE 1

Mathematics Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Mathematics Achievement of High School Equivalency Students with Full Instructional Treatment on the Metropolitan Achievement Test, Grade 11

	Pre-Test		Post-Test						
N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Educational Significance
18	7.9	5.8	11.9	10.0	4.0	0.36	1.77	NS	.55

.Pre- and post-test scores were not statistically different.

.Improvements were moderately educationally significant.

TABLE 20

Number and Percent of Students Passing Teacher-Made Examinations

in Subject Areas by Grade and Language of Instruction (Fall)

		ENGLISH			SPANISH AND ENGLISH			FALL TOTAL	
Subject	Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing	N	Percent Passing
Mathematics	9				5	2	40.0	5	40.0
	11	25	12	48.0	70	50	71.4	95	65.0
	12	16	10	62.5	2	0	0	18	56.0
TOTAL		41	22	54.0	77	52	68.0	118	63.0
Science	9				2	0	0.0	2	0.0
	11	19	15	78.9	48	38	79.2	67	79.0
	12	7	6	85.7	1	0	0.0	8	75.0
TOTAL		26	21	81.0	51	38	75.0	77	77.0
Social Studies	9				7	0	0.0	7	0
	11	27	16	59.3	59	52	88.1	86	79.0
	12	22	19	86.4	4	4	100.0	26	88.0
TOTAL		49	35	71.0	70	56	80.0	119	76.0

TABLE 20 (continued)

- The overall passing rate of Spanish-speaking students in mainstream mathematics courses in the fall was 54 percent while the overall passing rate in the bilingual courses was 68 percent. The latter group met the criterion of at least 60 percent passing set as the program objective.

- The overall passing rate of Spanish-speaking students in mainstream science courses in the fall was 81 percent while the overall passing rate in the bilingual courses was 75 percent.

- The overall passing rate of Spanish-speaking students in mainstream social studies courses in the fall was 71 percent while the overall passing rate in the bilingual courses was 80 percent.

- The overall passing rate of Spanish-speaking students in the bilingual courses in the fall was higher than that in mainstream courses for mathematics and social studies.

TABLE 21

Number and Percent of Students Passing Teacher-Made Examinations in Subject Areas by Grade and Language of Instruction (Spring)

		ENGLISH			SPANISH AND ENGLISH			SPRING TOTAL	
Subject	Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing	N	Percent Passing
Mathematics	9				2	1	50.0	2	50.0
	11	10	7	70.0	64	25	39.1	74	43.0
	12	9	5	55.6				9	
TOTAL		19	12	63.0	66	26	39.0	85	45.0
Science	11	11	6	54.5	37	25	67.6	48	65.0
	12	4	4	100.0	1	1	100.0	5	100.0
TOTAL		15	10	67.0	38	26	68.0	53	68.0
Social Studies	9	1	0	0.0	5	0	0.0	6	0.0
	11	19	10	52.6	52	37	71.2	71	66.0
	12	16	15	93.8	1	1	100.0	17	94.0
TOTAL		36	25	69.0	58	38	66.0	94	67.0

.The overall passing rate of Spanish-speaking students in mainstream mathematics courses in the spring increased to 63 percent, while the overall passing rate in the bilingual courses dropped to 39 percent. According to the project director, this decline resulted from a change in teaching personnel: due to illness, the bilingual mathematics teacher was replaced by a bilingual teacher licensed in another subject.

TABLE 21 (continued)

- The overall passing rate of Spanish-speaking students in mainstream science courses in the spring was 67 percent, while the overall passing rate in the bilingual courses was 68 percent.

- The overall passing rate of Spanish-speaking students in mainstream social studies courses in the spring was 69 percent and the overall passing rate in the bilingual courses was 66 percent.

- Contrary to the fall results, the overall passing rate of Spanish-speaking students in mainstream courses in the spring was higher than that in the bilingual courses for mathematics and social studies.

TABLE 22

Number of Students Attending Courses and Percent

Passing Teacher-Made Examinations in Native Language Arts (Spanish)

Fall Courses	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Native Language Arts (Spanish)	7	57.1			92	87.0	4	100.0	103	85.0

Spring Courses	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Native Language Arts (Spanish)	3	33.3			73	80.8			76	79.0

- The overall passing rate for Spanish-speaking students in native language arts was 85 percent in the fall. The results for grade 11 and 12 were relatively high: 87 and 100 percent passing, respectively.

- The overall passing rate for Spanish-speaking students in native language arts was 79 percent in the spring.

- The percent passing tended to increase with grade level, but tended to drop from the fall to the spring.

TABLE 23

Number and Percent of Students Passing the

High School Equivalency Examination

Instructional Sequence	N	N Passing	Percent Passing
High School Equivalency	20	19	95.0

.Ninety-five percent of the students passed the High School Equivalency examination. Those results met the criterion of 60 percent passing set as the program objective.

TABLE 24

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

Grade	N	Mean Percentage	Standard Deviation
9	10	69.8	20.0
10	1	90.4	--
11	163	81.4	16.9
12	29	87.2	11.2
TOTAL	203	81.7	16.6

Average School-Wide Attendance Percentage: 75.60

Percentage Difference = 6.10 z = 1.94 p = .0262

.The difference between the attendance percentage of program students and the school-wide attendance is 6.10 percentage points. The difference is statistically significant at the .03 level.

.The mean percentage ranges from a low of 69.8 for grade 9 to a high of 90.4 for grade 10.

.The standard deviation ranges from 11.2 for grade 12 to 20.0 for grade 9. This indicates that the attendance pattern of the group with the lowest attendance rate is the most varied.

X. CONCLUSIONS AND RECOMMENDATIONS

This review of Project SUCCESS has revealed that the project activities are in keeping with the spirit and the letter of their original proposal. Internal assessments by project staff have resulted in organizational and instructional modifications that are consistent with the stated goals and objectives of the project. The records reviewed indicate that data are collected for both summative and formative evaluation purposes. Records are normally complete, up to date, and consistent with the assertions and views of the staff.

Project staff exhibit a dedication to their work and their students that is paralleled only by the dedication of the students they serve. Staff members were repeatedly observed engaged in activities clearly beyond their assigned responsibilities. It was not uncommon to see the teacher trainer tutoring or making referrals to services outside of the school or to see teachers or paraprofessionals counseling students.

Interaction between and among staff members is an ongoing activity. They appear to be receptive to constructive criticism from colleagues and students alike. They appear earnest in their desire to improve the project's operation and they invest a considerable portion of their time and energy to this end.

The project, however, is not without its problems. Instructional materials are often difficult to obtain. In addition, due to the heavy use made of the materials, they tend to wear quickly and must be replaced. Unfortunately, the lag between replacement and need for the materials is much longer than staff members find desirable.

Staff turnover is another concern cited by project staff. Although the administration of the project has remained stable, there have been a number of changes among the instructional staff. Such instability, while not devastating, has required constant training and orientation in order to properly prepare new staff members for their tasks. It also hampers the kind of developmental progress made possible when building with a stable core of personnel.

The students' performance varied as indicated by different measures used to assess their growth in achievement. Some showed slight declines on the New York City Reading Test. Others, who were tested with the Nelson Reading Skills Test, showed gains which were both statistically and educationally significant. In Spanish reading achievement, almost all students showed gains that were highly significant statistically and educationally.

On the Metropolitan Achievement Test, for which the program had no stated objective, students demonstrated gains which were determined to be of educational, but not statistical, significance. In all subject areas except mathematics in the spring term, students achieved overall passing rates in excess of the 60 percent level set as the program objective. In native language classes, program students achieved overall passing rates of 85 and 79 percent in the fall and spring terms, respectively. Finally, 95 percent of the students who took the High School Equivalency Examination passed it.

The program could not meet its objective of mainstreaming (into a regular or bilingual course of study) 50 percent of the participant students in the Drop-Out Prevention Clinic. However, program attendance

(81.7 percent), in general, was 6.1 pecentage points higher than the rate for the school. The difference was found to be statistically significant as measured by the z test.

Project staff freely admit that there are a number of students who either do not chose to or, for a variety of personal reasons, cannot go on to higher education. They suggest, and the evaluation team agrees, that a broader and more comprehensive range of vocational preparation options offered through the high school might prove a viable alternative for these students. Such options are particularly appropriate for students preparing for the High School Equivalency Examination. The current vocational training opportunities, as noted in earlier discussions, only introduce students to basic concepts without providing them with a mastery of skills.

Finally, the project staff appears to underestimate the effects of overextending themselves. Although no evidence can be presented as to the negative effects of such activity, it is unlikely that such a limited number of individuals can continue to function with such a wide variety of formal and informal roles without the program suffering eventually. It is a testimony to their dedication that staff members are willing to assume whatever role is required of them in order to achieve the goals of the project. When, however, everyone from the assistant principal to the paraprofessionals attempts to fill at least two roles simultaneously, efficiency may be sacrified.

With these observations in mind, the evaluation team submits the following recommendations:

1. The project leadership and staff should consider an analysis of their tasks to determine where they may be overextending themselves and to determine whether program goals are being adversely effected. Further, such an analysis should yield an operational framework for the project more in keeping with available resources.

2. A feasibility study should be undertaken to examine the expansion of vocational program offerings to project participants who desire such services.

3. Given the trend in the D.P.C. component, staff should assess the viability of continuing D.P.C. activities under its current structure. If, as staff suggest, D.P.C. students tend to opt for the equivalency preparation program after one year in D.P.C., two opposing possibilities may warrant investigation. First, given the age and academic background of some students, the High School Equivalency Preparation component may constitute the most effective alternative for these students. Second, the the D.P.C. component may function only for a particular type of student. If the distinguishing characteristics of this population can be identified and the selection criteria modified, a D.P.C. component may be successful with a more select student population.

4. Given the results of student performance on the New York City Reading Test and the Metropolitan Achievement Test, the tests should be reviewed to determine their appropriateness for students of varying linguistic and academic proficiency. Instruction in these areas should be monitored to determine how it relates to the skills measured by the test; and materials used in the courses should be reviewed to determine

how they relate to test objectives. Finally, the program administration should review the conditions of testing and data reporting to determine if they are adequate.

5. With the voluminous data that the College and Career Advisor must manage, the project may want to investigate the possibility of developing cooperative arrangements with any number of computerized counseling services serving disadvantaged youth. Such an arrangement may enable the advisor to better manage information and thus free her to engage in the one-to-one counseling deemed necessary with this population. Free access on a limited basis can be obtained, and would therefore not tax the project's limited resources.

6. With the instability of funding sources, the school administration may wish to develop a systematic and comprehensive policy for institutionalizing any or all components of the project that may suffer from future funding cuts.

Theodore Roosevelt High School has historically demonstrated a commitment to providing innovative services to students of limited English proficiency. The Project SUCCESS staff have repeatedly demonstrated their commitment to their students and to their program. While refinements are necessary, the entire staff should be commended for their efforts.

XI. APPENDIX

Staff Characteristics: Professional and Paraprofessional Staffs

Function(s)	% Time Spent in Function	Date Hired	Education	Certification & License	Years of Monolinqual Experience	Years of Bilinqual Experience	Years of Experience (ESL)
E.S.L./	60	9/77	B.A., M.A. - Spanish	N.Y.C. Spanish D.H.S.	4	5	5
Spanish Teacher	40	9/68	E.D.D. Education	N.Y.S.	(Spanish H.S.)		
E.S.L./	60	9/76	B.A., M.A. - French	N.Y.C. French D.H.S.	16	5	6
French Teacher	40	9/65	30 Credits - Adm.	N.Y.S. E.S.L. D.H.S.	(French H.S.)		
Acting Asistant Principal	50	10/81	B.A., M.A. - Spanish Advanced Cert.	N.Y.C. Spanish D.H.S.	None	12	?
Title VII Proj. Director	50	4/80	Supervision & Adm.	N.Y.S. Bil. Soc. Studies H.S.			
E.S.L./	40	2/81	B.A., M.A. - Spanish	N.Y.C. Spanish D.H.S.	None	11	1
Spanish Teacher	60	9/71	30 Credits Guidance	N.Y.S.			
Italian/	40	9/60	B.A., M.A. - Italian	N.Y.C. Italian D.H.S.	21	None	2-1/2
E.S.L. Teacher	60	2/80		N.Y.S.	(Italian H.S.)		
E.S.L. Coordinator	20	9/78	B.A., M.A. - French	N.Y.C. French D.H.S.	15	None	7
E.S.L. Teacher	80	9/75	+ 30 Credits E.S.L.	N.Y.S. E.S.L. D.H.S.	(French H.S.)		
G.E.D. Teacher	40	9/81	B.A., M.A. - So.Stu.	N.Y.C. Social Studies D.H.S.	None	7-1/2	None
Title VII Teacher Trainer	60	9/80	15 Credits - Admin.				
Spanish Teacher	100	9/69	B.A., M.A. + 30 Credis -Spanish	N.Y.C. Spanish D.H.S. N.Y.S.	5 (Spanish H.S.)	8	None
Bilinqual Social Studies	100	9/74	B.A., M.A. So. Stud.	N.Y.C. Social Studies H.S. N.Y.S. Bil. Social Studies H.S.	5 (Social Studies)	8	1-1/2
E.S.L./	60	9/70	B.A., M.A.	N.Y.C. Spanish D.H.S.	8	8	3
Spanish Teacher	40	9/78	+ 30 Credits Spanish	N.Y.S.	(Spanish H.S.)		
Bilinqual Science	100	9/75	B.A., M.A. Science	N.Y.C. General Science and N.Y.S. Biology D.H.S.	4 (Science H.S.)	7	1-1/2
Bilinqual Math Teacher	100	2/82	B.A. Social Studies	N.Y.C. Social Studies D.H.S. N.Y.S.	None	2	None
D.P.C./	80	9/81	B.A., M.A. - Spanish	N.Y.C. Spanish D.H.S.	6	1	None
Spanish Teacher	20	9/65		N.Y.S.			
E.S.L. Teacher	100	9/80	B.A., M.A. - E.S.L.	N.Y.C. E.S.L. D.H.S.	None	None	2
G.E.D./	80	2/82	B.A., M.A. -	N.Y.C. Social Studies D.H.S.	18	1/2	1/2
E.S.L. Teacher	20	2/82	Social Studies	N.Y.S.	(Social Studies)		

Staff Characteristics (continued)

Function(s)	% Time Spent in Function	Date Hired	Education	Certification & License	Years of Monolingual Experience	Years of Bilingual Experience	Years of Experience (ESL)
Spanish Teacher	100	9/80	B.A., M.A. + 30 Credits Spanish	N.Y.C. Spanish D.H.S. N.Y.S.	None	7	None
Program Coordinator	40	2/82	B.A., M.A. - Social Studies	N.Y.C. Social Studies D.H.S. N.Y.S.	15	None	1/2
E.S.L. Teacher	60	2/82				3 months	None
Title VII Vietnamese Teacher	100	3/82	B.A., M.A. French Education	N.Y.C. French D.H.S.	None	12 (Spanish)	2
E.S.L. Teacher	100	9/80	B.A., M.A. - Spanish + 30 Credits	N.Y.C. Spanish D.H.S. N.Y.S. E.S.L. D.H. S.	None	7	None
Bilingual Grade Advisor	60	2/76	B.A., M.A. - Spanish + 30 Credits	N.Y.C. Spanish D.H.S. N.Y.S. Bilingual Social Studies	None	12	5
G.E.D. Teacher	40	9/70					
College Career Advisor	60	9/80	B.A., M.A. - Spanish 40 Credits Guidance	N.Y.C. Spnaish D.H.S. N.Y.S. E.S.L. D.H.S.	None	25	4
Spanish Teacher	40	9/70				6 (French H.S.)	6
Spanish Teacher	100	9/57	B.A., M.A. Spanish	N.Y.C. Spanish D.H.S. N.Y.S.	None		None
E.S.L. Teacher	100	9/76	B.A. French M.A. E.S.L.	N.Y.C. French D.H.S. N.Y.S. E.S.L. D.H.S.	None	4	None
G.E.D./ Spanish Teacher	80 20	10/80	B.A. Spanish	N.Y.C. Spanish D.H.S. N.Y.S.	None	None	6
Bilingual Math	100	9/78	B.A., M.A. - Math	N.Y.C. Bilingual Math D.H.S. N.Y.S.	None	7	5
E.S.L. Teacher	100	9/76	B.A. English M.A. E.S.L.	N.Y.C. E.S.L. D.H.S. N.Y.S.	5		
E.S.L./ N.L.A. Teacher	40 60	9/70	B.A., M.A. - Spanish + 30 Credits	N.Y.C. Spanish D.H.S. N.Y.S.	None	None	9
E.S.L. Teacher	100	9/73	B.A., M.A. E.S.L.	N.Y.C. E.S.L. D.H.S.			

Staff Characteristics (continued)

Function(s)	Percent Of Time Spent In Each Function	Date Appt'd To Each Function	Education (Degrees)	Years Of Experience (Monolingual)	Years Of Experience (Bilingual)	Years Of Experience (E.S.L.)
G.E.D. Paraprofessional	100	9/80	24 College Credits	2	7	
G.E.D. Paraprofessional	100	9/80	60 College Credits		5	
G.E.D. Paraprofessional	100	9/80	40 College Credits		7	
G.E.D. Paraprofessional	100	9/80	60 College Credits	6	6	
Family Assistant	100	9/80	B.A. Education	2	7	
E.S.L. Paraprofessional	100	9/74	90 College Credits			8
E.S.L. Paraprofessional	100	9/74	60 College Credits			8
E.S.L. Paraprofessional	100	9/81	60 College Credits			1-1/2
E.S.L. Paraprofessional	100	9/81	12 College Credits		10	1